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NEWS AND NOTES

PROPOSED AMENDMENTS TO SECTIONS III AND V OF THE CONSTITUTION OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The following amendment in substantially the present form was proposed and discussed in November, 1917, but action was deferred for one year. The matter will be taken up for settlement at the annual meeting in the latter part of this month. The probable effects of the change should be thoroughly canvassed by all.

SECTION III

The management of the affairs of the Council shall be vested in a Board of Directors and in the officers chosen by the Board of Directors.

The Directors shall be chosen as follows: Each society of English teachers having collective membership in the Council shall select one or more persons to act as Directors in accordance with the bona fide membership of the society on December first of the given year. Societies in class C shall be entitled to select one Director; societies in class B, two Directors; and societies in class A, three Directors. In addition the members of the Council shall select nine Directors at Large, not more than two of whom shall reside in any one state. Each Director shall be elected for a term of three years, beginning with December first, provided that in putting this amendment into force such steps shall be taken as will cause approximately one-third of the Directors from the most widely distributed geographical points possible to go out of office each year, and provided further that a reasonable effort shall be made to maintain a proportionate representation on the Board of all classes and grades of schools and higher institutions of learning.

The Directors shall choose annually from their own number a President, two Vice-Presidents, a Secretary-Treasurer, and an Auditor, who shall serve in these capacities both in the Council and on the Board. Except in so far as the Council may by vote limit its powers, the Board of Directors shall have full authority to manage the business and the properties of the Council, to fill vacancies in offices and committees, to make all necessary arrangements for meetings and for procuring of speakers, and to appropriate funds from the net balance in the treasury in payment for any services, rents, publications, or other expenses properly incurred in carrying out the work of the Council. But neither the Council nor any officer or committee shall contract any indebtedness exceeding the net balance then remaining in the treasury.

Requisitions must be signed by the Secretary and the Chairman of the Executive Committee.

Meetings of the Board of Directors shall be called by the Secretary at the direction of the President or at the request of seven members of the Board. Nine members of the Board shall constitute a quorum.

The Board of Directors shall appoint from their own number, for a term of two years each, two members, who, with the officers of the Council, shall constitute the Executive Committee. This committee shall direct the work of the Council under the general policy determined by the Board of Directors. The terms of the two members chosen shall be so arranged that one new appointment shall be made each year. Five members of the Executive Committee shall constitute a quorum.

SECTION V

Membership in the Council shall be of three kinds: Individual, collective, and associate. Teachers and supervisors of teaching in active service shall be eligible to individual membership. Associations of teachers having written constitutions approved by the Board of Directors of the National Council shall be eligible to collective membership. Persons who are not teachers or supervisors of teaching, but who are in sympathy with the purposes of the Council, shall be eligible to associate membership. Only individual members of the Council shall have the right to vote or hold office.

OFF FOR FRANCE

As has been already announced, the Y.M.C.A. is organizing an extensive educational program for the soldiers in the American Army of Occupation in Europe. The work in general is under the direction of a commission whose headquarters are in Paris at 12 rue d'Aguesseau. At the central office will be stationed also a number of specialists and heads of departments who will have charge of such branches of the work as chemistry, geography, English, French, commercial subjects, and the like.

From this office will be directed the supervision and organization of the teaching in the various camps. The territory to be covered has been divided into districts in charge of supervisors, and under these will be found working district superintendents, and under these again educational directors in the various camps. Wherever as many as a thousand men are located, a school will be established. The actual teaching, it is expected, will be done mainly by officers in the Army, who are being selected for the purpose by a committee on personnel under the special direction of Professor Walter Dill Scott, of Northwestern University, who is now in Paris.

At this writing the *Journal* is not fully informed concerning persons who will go to take part in the instruction in English. A number of professors in American colleges have been invited to sail in order to give instruction to classes of American soldiers on leave of absence to attend foreign universities. This work will be under the general oversight of Professor John Erskine, of Columbia University. The English work in the camps is to be organized by a separate group, the members of which are not yet positively known. Professor James Fleming Hosic, of the Chicago Normal College, has been invited to act as chairman, Professor Nathaniel W. Barnes, of the University of Chicago, as director of business English, and Mr. C. C. Certain, of the Cass Technical High School in Detroit, as director of high-school English and instruction in English for foreigners. In a later number of the *Journal* fuller information will be given.

A CORRECTION

Miss Ella Heaton, author of the article on "Linguistics as a Required Subject" in the January *Journal*, teaches in the high school at Rhinebeck, New York, instead of Springfield, Massachusetts. The error was made by the editors.

A COMMITTEE CHANGE

Because of the resignation of Professor Calvin L. Lewis as chairman of the Committee on Speech, Mr. C. E. Stratton, of St. Louis, formerly secretary of the Committee has been made chairman. Miss Claudia Crumpton, of Birmingham, Alabama, succeeds Mr. Stratton as secretary.

ROSTER OF LOCAL ASSOCIATIONS OF TEACHERS OF ENGLISH

ALABAMA ASSOCIATION OF TEACHERS OF ENGLISH

President—Janet Simpson, Florence, Ala.

Secretary—J. R. Rutland, Auburn, Ala.

Treasurer—Claudia E. Crumpton, Birmingham, Ala.

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH

President—Miss A. Croyland, Girls' High School, San Francisco, Cal.

Secretary-Treasurer—Irene Furlong, High School of Commerce, San Francisco, Cal.

CHATTANOOGA AND HAMILTON CO. COUNCIL OF ENGLISH TEACHERS

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Secretary—Philip Whittaker, Baylor School, Chattanooga, Tenn.

Treasurer—Margaret Aull, 716 Bailey Ave., Chattanooga, Tenn.

COLLEGE CONFERENCE ON ENGLISH IN THE CENTRAL ATLANTIC STATES

Chairman—James W. Tupper, Lafayette College, Easton, Pa.

Secretary-Treasurer—W. O. Sypherd, Delaware College, Newark, Del.

DES MOINES ASSOCIATION OF TEACHERS OF ENGLISH

Chairman—Mrs. Anna L. Burdick, Director of Vocational Guidance,
Des Moines, Iowa

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Secretary—C. C. Certain, Cass Technical High School, Detroit, Mich.

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Secretary—Ann Baker, 788 Williams St., Denver, Colo.

ENGLISH SECTION OF THE STATE TEACHERS ASSOCIATION OF SOUTH CAROLINA

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Secretary-Treasurer—Weldon T. Myers, Convers College, Spartanburg,
S.C.

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NOTE.—Corrections of the roster are earnestly desired.

THE PERIODICALS

THE "ATLANTIC"

Teachers of English will find in the *Atlantic Monthly* for January much excellent reading both for themselves and for their pupils, if they happen to be of sufficient maturity. We may select for review two out of the many good articles. Katherine Fullerton Gerould discourses of the remarkable rightness of Rudyard Kipling. Her main thesis seems to be that Kipling was a good deal of a prophet. In *The Five Nations* she finds passage after passage which was scorned when it was published, but which is now seen to have been the soundest wisdom. Kipling foresaw the great struggle that was to come and warned of the necessary preparations. Mrs. Gerould hopes that it is true that Kipling still sells better than any other author in America. Her enthusiasm is stimulating, whether the reader can wholly share it or not.

A more searching article is that by Henry Siedel Canby on "The Irish Mind." Mr. Canby had the rare opportunity of visiting Ireland at the invitation of the British Ministry of Information during the spring of 1918. He traveled leisurely from the north of Ireland to the south and talked interminably with Orangemen, Moderate Nationalists, and Sinn Feiners. His analysis of the Irish mind is most illuminating. He comes to the conclusion that Ireland must work out its own salvation; that the only ultimate cure for the Irish problem is a compromise worked out by the Irish people themselves. The British will do well to keep hands off and let the Irish themselves have the fight for which they are spoiling. He would of course make sure that the fight was carried on

in accordance with the rules of the game, that is, in accordance with the constitution.

EDUCATION AFTER THE WAR

One of the most definite and comprehensive statements concerning the education which should follow the war which have so far been published appears in the *Educational Review* for January. This is an address delivered before the Association of Colleges and Preparatory Schools of the Middle States and Maryland by Nicholas Murray Butler, president of Columbia University. President Butler thinks that the war has killed off a great many false ideas, among them our notion that German education is something to be imitated. He declares that Germany built upon a doctrine of materialism a policy of world-domination. We must, on the contrary, build upon a foundation of spiritual truth a policy of co-operation. Three lessons in particular we may learn from the war: (1) The doctrine of conduct and service must include the study of personal and social ideals as well as the discipline and precepts that will promote their accomplishment. (2) The doctrine of gainful occupation will include both the means and the end of activity for self-support and self-dependence. (3) The study of ethics and economics will include the study of how men have attempted to find ways and means of living together in harmony and helpfulness. In a word, education will use a psychology that recognizes the soul. Speaking of particular subjects, the writer emphasizes the importance of the study of health, believes that Greek and Latin must be taught more humanely, and contends that English composition should be taught through reading rather than through writing. He regards the daily theme as a plague of which we must rid ourselves.

THE PROBLEM METHOD

Among the few new educational journals started during the war is the *Chicago Schools Journal*, successor to the *Educational Bi-Monthly*. This is a handsomely printed, double-column magazine appearing monthly during the school year. Numbers 3 and 4, for November and December, issued as a single number, are devoted to the problem method. The principal article, by William Bishop Owen, is an analysis of the origins of the doctrine now given this name. He finds five fields of thought involved, namely, philosophy, logic, psychology, science, and industry. The philosophy is that of experience, either direct or indirect, and always social in character; the logic is the logic of purpose; the psychology is the psychology of responses to new situations; the methods were worked out in the first place by modern science; and the processes

are the shop processes of modern industry. Principal Owen sums up the discussion by saying that the problem method is then no mere device; it is an effort to make available for school procedure the results of modern thought and modern industry. Its aim is to connect school with life.

DUTY AND DISCIPLINE

The staff of Teachers College, Columbia University, has the excellent practice of devoting its meetings to prepared discussions. One of these recently was led by Professor W. C. Bagley, who spoke on the subject of "The Place of Duty and Discipline in a Democratic Scheme of Education." Professor Bagley pointed out that before the war we were in danger of a merely selfish individualism which the war seems largely to have dissipated. We are now, he thinks, in a position to recognize the need of emphasizing the ideals of duty and obligation in our American system of education. All our people must be trained to think upon the needs of the nation. This, he thinks, may be accomplished by the development of certain general or regulative ideals, among which shall be that of education itself. All regulative ideals are at basis mandates of the social will. The duty of intelligence should become likewise a mandate of the social will. The weakness of specific moral training is that the ideals developed by it cling merely to the specific situations in which they are formed. The virtues that they represent must be raised to the level of principles and ideals.

THE TEACHING OF POETRY

Modern Language Teaching (London) for December, 1918, contains an article on "The Teaching of Poetry" by Robert S. Duncan. The writer suggests quite as much to American readers by what he does not say as by what he does say. He seems to assume, for example, that there is an early stage in the teaching of poetry to children when the work must be almost wholly of a memoriter character. He thinks, however, that there comes a time when real appreciation may be taught. This seems to consist primarily in noticing and enjoying the skill with which the writer puts his thought into words. The first goal set up by Mr. Duncan would be that of causing the pupils to distinguish between mere verse and poetry. He would have the pupils, it is true, grasp the thought of the writer and inveighs strongly against the use of paraphrasing as a means to this end. He does not, however, give us any clear notion as to how the pupils are to be led to grasp the thought. The whole discussion reflects the state of mind of a person who probably

has a clear procedure in his own class, but who is quite unable to describe it to others. Unfortunately the writer is not the only teacher in that state.

USEFUL DOCUMENTS

The Department of the Interior at Washington has added to its list of journals *National School Service*, formerly published by the Committee on Public Information, and the *Americanization Bulletin*. Both these periodicals may be obtained by teachers upon request.—The Department of the Interior has also issued a *Summary of Soldier Settlements in English-Speaking Countries*, by Elwood Mead. Copies may be obtained from the United Reclamation Service, Washington, D.C.—Anyone interested in the character of the instruction now given in the French elementary schools will find much of interest in the *Manuele général de l'instruction primaire*, edited by M. Buisson, the superintendent of instruction, and published by Librairie Hachette, 79 Boulevard Saint Germain, Paris.—No. 21 of the "War Information Series" issued by the Committee on Public Information is called *America's War Aims and Peace Program* and was compiled by Carl M. Becker, of Cornell University.—An address on "The Americanization of Education" by Superintendent H. B. Wilson has been printed for general circulation by the Board of Education in Berkeley, California.—The American Bankers' Association has printed an address by Otto H. Kahn on "The Menace of Paternalism."—The Union League Club of Chicago is issuing a series of pamphlets on the war, the latest of which is called "The Bases of Durable Peace as Voiced by President Wilson." Copies may be had from the War Committee of the Club at the rate of five cents each.—No. 8 of the "University of Chicago War Papers" is called *Democracy and Social Progress in England* and was prepared by Edith Abbott. Single copies five cents.—The State Department of Education of Wisconsin published *Library Lessons for High Schools* by O. S. Rice, supervisor of school libraries.—Recent bulletins from the federal Board for Vocational Education include *The Second Annual Report*, *Ward Occupations in Hospitals*, *Agricultural Education*, *The Nation's Workers and the Disabled Soldiers and Sailors*, *The Soldier Returning to Civil Life*, *To the Household of the Disabled Soldier and Sailor*, *To the Disabled Soldier and Sailor in the Hospital*, *Vocational Education for Foreign Trade and Shipping*. Address the federal Board for Vocational Education, Washington, D.C.